DOCUMENT RESUME

ED 451 964 PS 029 427

AUTHOR	Washington, Joyce A.
TITLE	Preschool Teacher Survey, 1999-2000: A Report of the Detroit Public Schools.
INSTITUTION	Detroit Public Schools, MI. Office of Research, Evaluation, and Assessment.
PUB DATE	2001-03-00
NOTE	33p.
PUB TYPE	Numerical/Quantitative Data (110) -- Reports - Research (143) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Charter Schools; Day Care; *Educational Quality; *Preschool Education; *Preschool Teachers; *Program Effectiveness; Program Evaluation; Scheduling; School Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS	Detroit Public Schools MI

ABSTRACT

The Preschool Teacher Survey was designed to gather information on the experience of preschool teachers in the Detroit Public Schools (DPS) and their perceptions of program effectiveness regarding student cognitive development, school readiness, parent involvement, and stability of classroom enrollment. The 12-item survey was distributed, completed, and collected at a citywide inservice training meeting in June 2000. All 122 teachers in attendance completed the survey. Survey response data analysis reflected the following findings: (1) most teachers (66.1 percent) reported five or more years in their current assignment; (2) most teachers (52.1 percent) reported having an enrollment waiting list at the beginning of the school year; (3) respondents perceived constancy in classroom enrollment over the past several school years; (4) most did not report enrollment decreases during several previous years; (5) most strongly agreed (56.6 percent) or agreed (27.4 percent) that parents should be offered a choice of preschool hours better suited to their schedules; (6) most respondents strongly agreed (44.1 percent) or agreed (36 percent) that adding more fun activities, such as field trips, would enhance the current program; (7) most respondents strongly agreed (71.1 percent) or agreed (26.3 percent) that advertising the program would increase parental and community awareness of DPS preschools; and (8) many respondent comments and suggestions reflected the need for more full- and extended-day programs, increased parental involvement, and compulsory student attendance. (Appended are data summaries, comments and suggestions, and list of participating schools.) (KB)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 451 964

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
X This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Report of

THE DETROIT PUBLIC SCHOOLS

Preschool Teacher Survey
1999-2000

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

J. Moore

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

Joyce A. Washington, Ed.D., Evaluator

Office of Research, Evaluation and Assessment
Division of Curriculum and Instruction
Detroit Public Schools
March, 2001

PS 029427

BEST COPY AVAILABLE

Table of Contents

Executive Summary ..... *i*

Methodology *1*

Description of Survey *2*

Analysis of Data *2*

Conclusions and Recommendation *13*

Appendix *15*

A Report of
The Detroit Public Schools
Preschool Teacher Survey
1999-2000

Executive Summary

Purpose and Description of Survey

Goal 1: "Successfully Educate All Students," Goal 4: "Enhance School, Parent and Community Collaboration" of the Detroit Public Schools Strategic Plan 1995-2000, Achieving Excellence" as stated, in part in "Our Vision" for Goals 1 and 4:

> Our Vision – Goal 1:
>
> Students attain mastery in core subjects and other curriculum areas.
>
> High expectations are held by students for themselves and staff hold high expectations for students. Students have high self-esteem.
>
> Our Vision – Goal 4:
>
> Parents and the community are true partners in the educational process and are actively involved in school activities and decision making to promote student learning. Parents and community view schools as positive and friendly places. They serve as volunteers, mentors, and support groups in all schools.

The district's preschool teachers were asked to complete a twelve-item survey. Survey items solicited information on enrollment size and stability of enrollment over several years. Teachers were asked to state their opinions regarding the current preschool programs and any additions, deletions and changes for future program development.

Methodology

The survey instrument was developed and distributed by the ***Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction.*** One hundred twenty-two surveys were distributed, completed and collected at the MSRP and Title I Preschool Citywide In-service, June 16, 2000. Teachers were asked to complete the survey at the end of the in-service. The surveys were collected from all teachers in attendance.

Findings

Survey response data were collected, complied and analyzed by the ***Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction*** reflected the following key findings:

- Most respondents (66.1%) reported having five or more years of experience in in their current assignment;

- Most respondents (52.1%) reported having an enrollment waiting list at the beginning of the school year;

- At the time the survey was conducted 82.5% of respondents replied "No" when asked if they currently had a student waiting list;

- Overall teachers perceived classroom enrollment constancy over the past several school years;

- Over eleven percent (11.8%) of respondents strongly agreed and 39.1% agreed that a perceived decline in their classroom enrollment numbers had occurred over the past several school years;

- Most respondents strongly agreed (56.6%) or agreed (27.4%) that parents should be offered a choice of hours better suited to their schedules;

- Most respondents strongly agreed (44.1%) or agreed (36.0%) that enhancement of the districts' current preschool programs should include the addition of more fun activities, such as field trips;

- Over seventy percent (71.1%) of respondents strongly agreed and 26.3% agreed that advertising will increase parental and community awareness, and;

- Implementation of additional full day programs, increased parent involvement and compulsory student attendance were included in the comments and suggestions of many respondents.

Survey results point to a need to increase the number of full day and extended day preschool programs. According to respondents, the suggested program additions would encourage all parents especially parents who are employed outside of the home the option of selecting a DPS preschool program that is suited to their needs. Additional full and extended day programs could reduce or reverse perceived reported decreases and instability of classroom enrollment. Implementation of suggested program changes would enhance the ability of the district to successfully compete with chartered and private day care programs.

Respondents also expressed that children will gain more, socially and academically, increasing their levels of success in the later grades with on-going, mandatory regular and frequent parent participation in their children's preschool experience.

A Report of
The Detroit Public Schools

Preschool Teacher Survey
1999-2000

Goal 1: "Successfully Educate All Students," Goal 4: "Enhance School, Parent and Community Collaboration" of the Detroit Public Schools Strategic Plan 1995-2000, Achieving Excellence" as stated, in part in "Our Vision" for Goals 1 and 4:

> Our Vision – Goal 1:
>
> Students attain mastery in core subjects and other curriculum areas.
>
> High expectations are held by students for themselves and staff hold high expectations for students. Students have high self-esteem.
>
> Our Vision – Goal 4:
>
> Parents and the community are true partners in the educational process and are actively involved in school activities and decision making to promote student learning. Parents and community view schools as positive and friendly places. They serve as volunteers, mentors, and support groups in all schools.

The district's preschool teachers were asked to complete a twelve-item survey. Survey items solicited information on enrollment size over several years and stability of enrollment. Teachers were asked to state their opinions regarding the current preschool programs and any additions, deletions and changes for future program development.

Methodology

The survey instrument was developed and distributed by the ***Office of Research, Evaluation and Assessment of the Division of Curriculum and Instruction.*** One hundred twenty-two surveys were distributed, completed and collected at the MSRP and Title I Preschool Citywide In-service, June 16, 2000. Teachers were asked to complete the survey at the end of the in-service. The surveys were collected from all teachers in attendance.

Teachers were asked to provide enrollment data, as well as suggestions and comments pertaining to future program development. Teacher comments were to include changes, additions and deletions to the current preschool program. The purpose of this section of the questionnaire was designed to solicit teacher's perspectives on ways to increase student academic achievement, student self-esteem, school readiness, student enrollment and parent participation.

Description of the Survey Instrument

The Preschool Teacher Survey, a double-sided instrument consisting of single and multiple response items and one open-response item, was designed to gather information from preschool teachers pertaining to their perceptions of program effectiveness. Program effectiveness included cognitive development, school readiness, parent involvement and stability of student enrollment.

The following areas of interest were reflected in the survey items:

- The number of years employed as a preschool teacher at the current school;
- Whether or not teachers had a student enrollment waiting list at the beginning of the 1999-2000 school year;
- The presence of a student enrollment waiting list at the end of the school year;
- Morning and afternoon session enrollment for the 2000 spring/summer semester, 1999-2000 fall/winter semester, 1999 spring/summer semester and the 1998-1999 fall/winter semester.
- Teacher estimated classroom enrollment stability over the past two to three years;
- Teacher estimated classroom enrollment decreases over the past two to three years.
- Teacher estimated decline in student enrollment in morning and afternoon sessions during the 2000 spring/summer semester, 1999-2000 fall/winter semester, 1999 spring/summer semester and the 1998-1999 fall/winter semester;
- Teachers' position on flexible program hours that will allow parents a choice of sessions that are in alignment with their schedules.
- Additional field trips and other academically related fun activities for the children; and,
- DPS preschool program marketing strategies designed to increase student enrollment.

Analysis of the Data

Of the one hundred twenty-two surveys that were distributed and returned, one hundred twenty-one teachers (99.2%) responded to the item that solicited the number of years of experience as a preschool teacher at the current assigned school. Eighty respondents (66.1%) had five years or more experience. Twenty-nine respondents (24.0%) indicated 2-4 years tenure. Twelve teachers (9.9%) stated that they had one year preschool teaching experience at their current school. See Table1.

Table 1

Years of Experience as a Preschool Teacher at the Current Assigned School

	5 or More Years	2-4 Years	1 Year	Total
Number	80	29	12	121
Percent	66.1	24.0	9.9	100.0

Of the 121 respondents (99.2%), over one half (52.1% or 63 respondents) indicated that they had a waiting list of students to be enrolled during the beginning of the 1999-2000 school year. Fifty-eight respondents (47.9%) stated that they did not have a waiting list. See Figure 1.

Figure 1

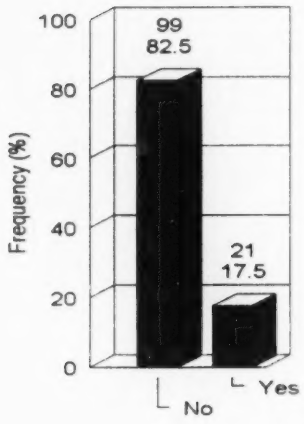
Teachers with Enrollment Waiting Lists At the Beginning of the 1999-2000 School Year

Ninety-nine of 120 surveyed teachers (82.5%) indicated that they did not have a waiting list of children to be enrolled in a DPS preschool program during the time that the survey was conducted (June 2000). Twenty-one teachers (17.5%) responded "yes" to the survey item. See Figure 2.

BEST COPY AVAILABLE

Figure 2

Preschool Teachers
With Student Enrollment Waiting Lists



Even though many respondents indicated that they could not recall actual student enrollment numbers for several school years, they were asked to estimate student enrollment for their morning and afternoon classes. Average class size was then calculated from the approximations. Using the perceived approximated per class student enrollment, the average enrollment during the specified time-spans was calculated.

One hundred twelve (91.8%) of 122 preschool teachers provided enrollment estimates for the morning sessions of the 2000 spring/summer semester. The reported estimated enrollment during that time was 1,857,with an average enrollment of 16.6 students per classroom. For the afternoon sessions, eighty-one teachers (66.4%) estimated enrollment to be 1,239. A mean class size of 15.3 students was calculated.

For the 1999-2000 fall/winter semester morning sessions, 118 surveyed teachers (96.7%) reported an estimated enrollment of 2,144 students. An average class size of 18.2 students was determined. For afternoon sessions, 89 (73.0%) responding teachers estimated the enrollment to be 1,499 students. A mean of 16.8 students per class was also noted.

For the 1999 spring/summer semester morning sessions, ninety-nine replies were received (81.2%). Teacher estimated enrollment was 1,869. The average class size was calculated to be 18.9 students. Seventy-one teachers approximated an enrollment of 1,204 students for the afternoon sessions. The computed average class size was 17.0 students.

One hundred eight respondents (88.5%) reported an estimated enrollment of 2,191 students during the 1998-1999 fall/winter semester morning sessions. The mean class size was determined to be 20.3 students per class. For the afternoon sessions, 82 surveyed preschool teachers (67.2%) estimated an enrollment of 1,497 students. An average class size of 18.3 students was established. See Table 2. The Preschool Teacher Survey – Questions and Responses, found in the appendix, provides an account of class enrollment estimates and percents of reporting teachers for each semester discussed.

Table 2

Preschool Student Enrollment
During the 1998-1999 and 1999-2000 School Years

	Morning Sessions		Afternoon Sessions	
Semester	**Teacher Estimated Class Enrollment**	**Mean Class Size**	**Teacher Estimated Class Enrollment**	**Mean Class Size**
2000 Spring/Summer	**1,857**	**16.6**	**1,239**	**15.3**
1999-2000 Fall/Winter	**2,144**	**18.2**	**1,499**	**16.8**
1999 Spring/Summer	**1,869**	**18.9**	**1,204**	**17.0**
1998-1999 Fall/Winter	**2,191**	**20.3**	**1,497**	**18.3**

One hundred thirteen of 122 responding teachers (92.6%) responded to the survey item that solicited information regarding the stability of their class size over the past two to three school years. Forty-one teachers (36.3%) indicated "strongly agree" to the statement: *"My enrollment has been fairly constant over the past two to three years."* Forty-two teachers (37.2%) "agreed." Twenty-four teachers (21.2%) "disagreed." Six preschool teachers (5.3%) "strongly disagreed" with the statement that their classroom enrollment was fairly constant over a two to three year period. See Table 3.

BEST COPY AVAILABLE

Table 3

Preschool Enrollment Stability
Over The Previous 2 to 3 School Years

Responses	Number	Percent
Strongly Agree	**41**	**36.3**
Agree	**42**	**37.2**
Disagree	**24**	**21.2**
Strongly Disagree	**6**	**5.3**
Total	**113**	**100.0**

The respondents were then presented with the statement: *"I have noticed a decline in enrollment over the past several years."* Although 73.5% of respondents indicated having stable classroom enrollment (36.3% "strongly agreed" and 37.2% "agreed"). Thirteen respondents (11.8%) strongly agreed and 43 respondents (39.1%) agreed that classroom enrollment declined. Thirty-one surveyed teachers (28.2%) "disagreed" and 23 preschool teachers (20.9%) "strongly disagreed" that classroom enrollment decreased over several school years. See Table 4.

The contradiction in the results may be due to the following reasons:

- Respondents may have considered a one-semester drop of one to two students as not being inconsistent with *fairly stable* classroom enrollment over several years.

- Disappearing or reduced student waiting lists were noted on the returned surveys by many respondents as perceived classroom enrollment declines.

- Twenty-nine respondents reported that the enrollment was fairly stable over several years. The same respondents also indicated perceived declines in enrollment. Fourteen respondents reported student-loss numbers ranging from one to 10 students for one or more semesters. This group of respondents may have perceived their enrollment as fairly constant. Ten respondents reported reduced or no student waiting lists, which they reported as a perceived drop in enrollment. Several respondents reported a slight increase in their enrollment.

- Two respondents agreed that their enrollment was constant. They did not respond to the item that addressed perceived enrollment declines. They also did not report any student-loss numbers.

- The most inconsistent group of respondents appeared to be the four respondents that disagreed or strongly disagreed that their enrollment seemed to be fairly stable. These respondents also disagreed or strongly disagreed that they experienced a drop in their enrollment. Two respondents in this group reported student-loss numbers. Just one

respondent reported an increase in enrollment. One respondent did not reply to the item that asked for student-loss numbers.

- Eight respondents did not reply to the items that asked if their enrollment was stable and if they perceived a drop in their enrollment. Two respondents in this group reported student-loss numbers. The remaining six respondents did not reply to the item on student-loss numbers.

- Twenty-six respondents disagreed or strongly disagreed that their classroom enrollment was fairly stable. This group of respondents also agreed or strongly agreed that they perceived a drop in their enrollment. Four respondents in this group cited a reduced or absent waiting lists, but no actual student-loss estimates. One respondent in this group did not report student-loss estimates or reduced or absent waiting lists. Twenty respondents in this group reported actual student-loss estimates.

- Fifty-one respondents reported that their enrollment was fairly constant. They also reported that they did not have a perceived drop in their classroom enrollment. Of this group of respondents, fifteen reported student declines of 1 to 4 students for one to two sessions for one or two semesters. This group of respondents considered their enrollment numbers to be fairly stable. Thirty-five respondents of this group did not report any student-loss estimates. Of the 35 respondents, many indicated that the item was not applicable. *Of the 51 respondents, two reported rather large student-loss estimates. Perhaps they misread the survey item.*

- One respondent did not reply to the item on perceived classroom enrollment stability. The respondent did agree that there was a perceived decline and provided student-loss estimates.

- One respondent disagreed that the enrollment was stable. The respondent did reply to the item on perceived enrollment decline. Student-loss estimates were provided.

Table 4

Teacher Estimated Preschool Decreased Classroom Enrollment Over The Past Several School Years

Responses	Number	Percent
Strongly Agree	**13**	**11.8**
Agree	**43**	**39.1**
Disagree	**31**	**28.2**
Strongly Disagree	**23**	**20.9**
Total	**110**	**100.0**

Respondents were requested to estimate, as accurately as possible, to the best of their recollections, classroom enrollment decreases for the morning and afternoon sessions for the: 2000 spring/summer semester, 1999-2000 fall/winter semester, 1999 spring/summer semester and the 1998-1999 fall/winter semester.

Estimated classroom enrollment declines for the morning sessions during the 2000 spring/summer semester were reported by forty-eight of 122 preschool teachers (39.4%). An estimated total drop in classroom enrollment of 164 students was reported. The average classroom enrollment decrease per class was calculated at 3.4 students. For afternoon sessions, 22 respondents (18.0%) estimated a total decrease in classroom enrollment of 79 students, with a calculated mean drop of 3.6 students per class.

For the 1999-2000 fall/winter semester morning sessions, forty-five responding teachers (36.9%) accounted for an estimated total decline in classroom enrollment of 161 students. The average decrease per class was determined to be 3.6 students. For the afternoon sessions, 18 respondents (14.8%) reported an estimated classroom enrollment decrease of 53 students. The mean decrease was 2.9 students per classroom.

During morning sessions for the 1999 spring/summer semesters, thirty-one respondents estimated a total drop in preschool classroom enrollment of 69 students. The average decrease per class was 2.2 students. Twelve teachers approximated a drop in the afternoon preschool classroom enrollment of 22 students, with an average decline of 1.8 students per class.

Twenty-nine of 122 responding preschool teachers (23.8%) estimated a total drop in classroom enrollment of 112 students with an mean decline of 3.9 students per class during the 1998-1999 fall/winter semester morning sessions. During the afternoon, twelve respondents (9.8%) reported an estimated total drop their preschool classrooms of 46 students. The mean student drop per class was 3.8. See Table 5.

Although respondents were not asked to report increases in enrollment, any increases were reflected in the survey item that asked respondents to indicate the number of students enrolled in their classes during the 2000 spring/summer, 1999 fall/winter, 1999 spring/summer and 1998-99 fall/winter semesters. Fourteen of the 122 returned surveys (11.5%) reported estimated increases in classroom enrollment. The increases were reflected in one semester/one session, in most cases. If an increase was reported, the entry for the following semester reflected a decrease. There were no surveys reflecting consistent classroom enrollment increases over two or more semesters for both the morning and afternoon sessions. Historically, from other sources, enrollment decreases and instability have been reported. The report primarily focused on classroom teachers' perspectives on classroom enrollment instability and declines, in addition to ways to reverse the occurrences.

Table 5

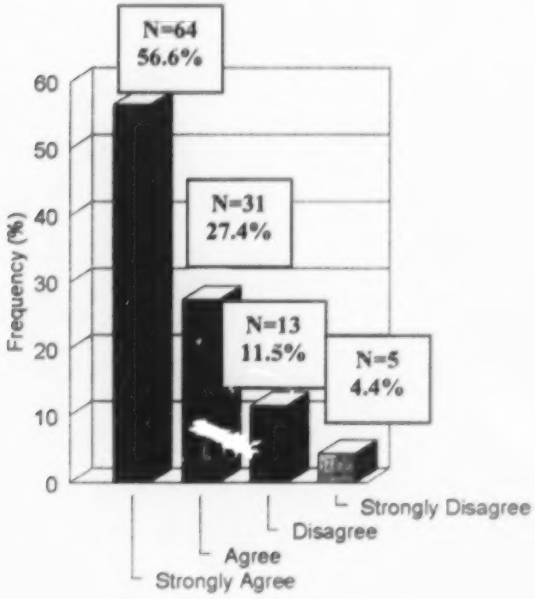
Teacher Estimated Preschool Classroom Enrollment Decline For The 1998-1999 and 1999-2000 School Years

	Morning Sessions		Afternoon Sessions	
Semester	Estimated Total Classroom Enrollment Drop	Mean Drop in Classroom Enrollment	Estimated Total Classroom Enrollment Drop	Mean Drop in Classroom Enrollment
2000 Spring/Summer	164	3.4	79	3.6
1999-2000 Fall/Summer	161	3.6	53	2.9
1999Spring/Summer	69	2.2	22	1.8
1998-1999 Fall/Winter	112	3.9	46	3.8

Teachers were requested to respond to several suggested ways to enhance the current DPS preschool program. The first suggestion included offering parents a choice of preschool hours, for example, all day programs and extended before and after school hours. Of the one hundred thirteen replies (92.6%), sixty-four teachers (56.6%)"strongly agreed" that optional preschool sessions are needed. Thirty-one respondents (27.4%) "agreed." Thirteen preschool teachers (11.5%) "disagreed" with the suggestion. Five teachers surveyed (4.4%) "strongly disagreed. See Figure 3.

Figure 3

Preschool Teachers' Opinion
On Extended Day and All Day Programs



When presented with the suggestion of including more field trips and other fun activities, one hundred eleven replies (91.0%) were submitted. Forty-nine respondents (44.1%) "strongly agreed." Forty teachers (36.0%) "agreed." Twenty responding preschool teachers (18.0%) "disagreed." Two respondents (1.8%) "strongly disagreed." See Table 6.

Table 6

Respondents' Position On
Increased Field Trips and Other Fun Activities

Responses	*Number*	*Percent*
Strongly Agree	49	44.1
Agree	40	36.0
Disagree	20	18.0
Strongly Disagree	2	1.8
Total	**111**	**99.9***

***The total percent does not equal 100.0 due to rounding.**

BEST COPY AVAILABLE

Preschool teachers were asked their opinion on increasing parent and community awareness of the DPS preschool program through advertising. Of one hundred fourteen responses (93.4%), eighty-one teachers (71.1%)"strongly agreed." Thirty respondents (26.3%) "agreed." Three preschool teachers (2.6%) "disagreed." There were no respondents who selected "strongly disagree" as an answer choice. See Table 7.

Table 7

Preschool Teacher Opinion
Program Marketing Efforts

Responses	*Number*	*Percent*
Strongly Agree	81	71.1
Agree	30	26.3
Disagree	3	2.6
Strongly Disagree	0	0.0
Total	114	100.0

Finally, teachers were asked to submit their comments and suggestions to be considered for program improvement. Inclusive within the responses were suggested additions, deletions and changes for future program development.

Of the forty-five replies (36.9%), the implementation of full day preschool for all children was prominent. Teachers felt that student enrollment would increase in volume and stability if full day programs were made available to parents. It was expressed that since many parents are working that they tend to seek out programs that offer full day childcare which include cognitive development components.

Other suggestions included mandatory preschool attendance, required parent participation and marketing campaigns to include advertising. See Table 8.

Table 8

Suggestions and Comments

Increased Preschool Hours	*Increased Parent Involvement*	*Marketing*
I feel that all day enrollment would result in higher enrollment. Offer all day preschool. Parents want their children to have all day sites. Perhaps they should consider an all day preschool program. All day programs would result in decreased student absenteeism. I have consistently received calls from interested parents who need a full day program due to work. Parents must work. Needs have changed. Parents have requested all day programs. There would be less absenteeism if it was offered all day. Our programs are wonderful. We do need to provide longer hours to accommodate the needs of our families. The needs of the working parent should be addressed. I think one of our biggest problems with enrollment is the fact that we are losing children to all day private enterprise (day care).	Encourage parent involvement district-wide. Add parent gathering and sharing, one day a year. More choices/flexibility for parent meetings and more creative, practical ways to involve parents who are working and/or attending school. Include incentives for volunteering. Make volunteering in the class a part of their hours towards welfare or other classes. If meetings are required, make that known. Demand accountability from parents.	Advertise the preschool program. Advertisement would help. This past year I advertised my classroom openings in the local Warrendale newspaper. It was a great success! I added seven students from one tiny ad. Advertise/educate parents on the importance of play and why it is a fundamental component of quality preschool programs. Advertise more.

Paper Work	*Competing With Non-DPS Schools*	*Miscellaneous*
Computerize paper work. Consolidate some of the paper work.	We need to market our programs to compete with private programs.	Some of our parents do not have transportation. If we provide this service, probably we will get more students. House early childhood programs in one building. Perhaps one per area. Playground equipment. The district needs city-wide sign-up dates. Make preschool and kindergarten mandatory. Give teachers compensation time on Fridays for holding parent meetings during the evening.

Conclusions and Recommendations

Obtaining preschool teachers' perspectives on classroom enrollment stability and decline over several school years, teachers views on program improvement, reasons for classroom enrollment instability and ways to improve all aspects of the current preschool program offered by DPS will augment future educational endeavors in developing and improving our preschool program. The information gathered may also help the district to successfully compete with non-DPS preschool programs.

An analysis of survey responses revealed the following:

- 66.1% of responding preschool teachers had five years or more experience as a preschool teacher in the current assigned school;
- Although respondents reported perceived declines in classroom enrollment, over one half (52.1%) indicated having a waiting list of children to be enrolled into their preschool classes at the beginning of the school year;
- Less than twenty percent (17.5%) of respondents had children on a waiting list at the time the survey was conducted (June 2000);

- Overall teachers perceived preschool enrollment over several years was constant;

- Over eleven percent (11.8%) of respondents strongly agreed and 39.1% agreed that a perceived a decline in their class enrollment has occurred over the past several school years;

- Most respondents either "strongly agreed" (56.6%) or "agreed" (27.4%) that parents should be offered a choice of hours better suited to their schedules;

- A total of over one half of all respondents either "strongly agreed" (44.1%) or "agreed" (36.0%) that the preschool programs should include additional field trips and other fun activities;

- Most responding teachers either "strongly agreed" (71.1%) or "agreed" (26.3%) that an advertising campaign will increase parental and community awareness of the DPS preschool program; and,

- Many comments and suggestions offered by respondents addressed issues such as implementation of all day programs for all students, increased parent participation and compulsory preschool attendance for all children.

Survey results point to a need to increase the number of full day and extended day preschool programs. According to respondents, adding the options will help working parents. Also, in the viewpoint of the teachers, more full day programs may result in reduced classroom enrollment decline and instability, and may augment the district's efforts to successfully compete with chartered and private preschool programs.

Survey data also showed that mandatory regular and frequent parent participation will further raise program effectiveness in preparing the children for success in the later grades. Respondents felt that the children will gain more, socially and academically.

Perhaps the implementation of suggested changes and additions may increase the positive aspects of the current program that were expressed by responding preschool teachers.

Appendix

- Preschool Teacher Survey Comments and Suggestions
- Participating Schools
- Preschool Teacher Survey Questions and Responses

PRESCHOOL TEACHER SURVEY
Questions and Responses

Completed and Returned Forms: 122

I have been a preschool teacher at this school for:

66.1%;	80	5 years or more	9.9%;	12	1 year
24.0%;	29	2-4 years			

Replies 121; Forms 122

At the beginning of the school year I had a waiting list.

52.1%;	63	Yes	47.9%;	58	No

Replies 121; Forms 122

I currently have a waiting list.

82.5%;	99	No	17.5%;	21	Yes

Replies 120; Forms 122

Please list the number of students in your preschool classes for the semesters listed below.

Spring 2000/Summer 2000 AM

26.8%;	30	16	4.5%;	5	11	1.8%;	2	8
15.2%;	17	15	4.5%;	5	17	1.8%;	2	23
7.1%;	8	14	3.6%;	4	12	1.8%;	2	31
7.1%;	8	18	3.6%;	4	32	5.4%;	6	Other
6.2%;	7	20	2.7%;	3	10			
5.4%;	6	13	2.7%;	3	19			

Replies 112; Forms 122; Sum 1857.00; Mean 16.58

- 9
- 30
- 4
- 25

- 24
- 29

Spring 2000/Summer 2000 PM

24.7%;	20	16	8.6%;	7	13
13.6%;	11	14	7.4%;	6	17
11.1%;	9	15	4.9%;	4	10
8.6%;	7	12	4.9%;	4	11
4.9%;	4	19			
3.7%;	3	18			
3.7%;	3	20			
3.7%;	3	Other			

Replies 81; Forms 122; Sum 1239.00; Mean 15.30

- 30
- 40
- 9

Fall 1999/Winter 2000 AM

33.1%;	39	16	4.2%;	5	17
16.9%;	20	20	3.4%;	4	14
9.3%;	11	15	3.4%;	4	19
6.8%;	8	32	2.5%;	3	10
5.1%;	6	18	1.7%;	2	8
1.7%;	2	12			
1.7%;	2	13			
1.7%;	2	22			
1.7%;	2	25			
6.8%;	8	Other			

Replies 118; Forms 122; Sum 2144.00; Mean 18.17

- 28
- 4
- 27
- 31
- 36
- 9
- 38
- 11

Fall 1999/Winter 2000 PM

31.5%;	28	16	5.6%;	5	12
13.5%;	12	20	5.6%;	5	17
7.9%;	7	18	4.5%;	4	13
6.7%;	6	15	4.5%;	4	14
6.7%;	6	19	3.4%;	3	32
2.2%;	2	9			
2.2%;	2	10			
5.6%;	5	Other			

Replies 89; Forms 122; Sum 1499.00; Mean 16.84

- 30
- 5
- 40
- 11
- 8

Spring 1999/Summer 1999 AM

38.4%;	38	18	6.1%;	6 14	2.0%; 2 19
12.1%;	12	20	5.1%;	5 17	2.0%; 2 32
9.1%;	9	16	5.1%;	5 36	10.1%; 10 Other
7.1%;	7	15	3.0%;	3 12	

Replies 99; Forms 122; Sum 1869.00; Mean 18.88

- 28
- 26
- 8
- 29
- 11
- 0
- 33
- 24
- 40
- 10

Spring 1999/Summer 1999 PM

33.8%;	24	18	7.0%;	5 15	2.8%; 2 8
12.7%;	9	17	5.6%;	4 19	2.8%; 2 12
12.7%;	9	20	4.2%;	3 10	4.2%; 3 Other
9.9%;	7	16	4.2%;	3 14	

Replies 71; Forms 122; Sum 1204.00; Mean 16.96

- 40
- 11
- 13

Fall 1998/Winter 1999 AM

37.0%;	40	18	3.7%;	4 36	1.9%; 2 10
18.5%;	20	20	2.8%;	3 19	1.9%; 2 12
5.6%;	6	15	2.8%;	3 28	1.9%; 2 14

5.6%;	6	16	2.8%;	3	32	1.9%;	2	38
5.6%;	6	17	2.8%;	3	40	5.6%;	6	Other

Replies 108; Forms 122; Sum 2191.00; Mean 20.29

- 34
- 33
- 29
- 11
- 0
- 27

Fall 1998/Winter 1999 PM

40.2%;	33	18	4.9%;	4	17	2.4%;	2	16
20.7%;	17	20	4.9%;	4	19	2.4%;	2	36
6.1%;	5	15	3.7%;	3	12	7.3%;	6	Other
4.9%;	4	14	2.4%;	2	10			

Replies 82; Forms 122; Sum 1497.00; Mean 18.26

- 31
- 30
- 35
- 11
- 8
- 13

My enrollment has been fairly constant over the past two to three years.

36.3%;	41	Strongly Agree	21.2%;	24	Disagree
37.2%;	42	Agree	5.3%;	6	Strongly Disagree

Replies 113; Forms 122; Sum 221.00; Mean 1.96

I have noticed a decline in enrollment over the past several years.

11.8%;	13	Strongly Agree	28.2%;	31	Disagree
39.1%;	43	Agree	20.9%;	23	Strongly Disagree

Replies 110; Forms 122; Sum 284.00; Mean 2.58

If you noticed a decline in student enrollment, please list the number of pupil decline in your preschool enrollment for the semesters listed below.

Spring 2000/Summer 2000 AM

25.0%;	12 2	10.4%;	5 6	4.2%;	2 10
14.6%;	7 0	8.3%;	4 4	4.2%;	2 Other
14.6%;	7 3	4.2%;	2 5		
10.4%;	5 1	4.2%;	2 8		

Replies 48; Forms 122; Sum 164.00; Mean 3.42

- 15
- 7

Spring 2000/Summer 2000 PM

31.8%;	7 4	13.6%;	3 3	9.1%;	2 0
18.2%;	4 2	13.6%;	3 5	13.6%;	3 Other

Replies 22; Forms 122; Sum 79.00; Mean 3.59

- 8
- 10
- 1

Fall 1999/Winter 2000 AM

28.9%;	13 0	8.9%;	4 1	13.3%;	6 Other
22.2%;	10 2	8.9%;	4 8		
11.1%;	5 3	6.7%;	3 4		

Replies 45; Forms 122; Sum 161.00; Mean 3.58

- 10
- 16
- 17
- 24
- 5
- 6

Fall 1999/Winter 2000 PM

33.3%;	6 2	11.1%;	2 1	22.2%;	4 Other
22.2%;	4 0	11.1%;	2 3		

Replies 18; Forms 122; Sum 53.00; Mean 2.94

- 8
- 11
- 5
- 9

Spring 1999/Summer 1999 AM

35.5%;	11	0	16.1%;	5 1	9.7%; 3 4
19.4%;	6	2	9.7%;	3 3	9.7%; 3 Other

Replies 31; Forms 122; Sum 69.00; Mean 2.23

- 5
- 16
- 10

Spring 1999/Summer 1999 PM

41.7%;	5	0	16.7%;	2 4	
16.7%;	2	3	25.0%;	3 Other	

Replies 12; Forms 122; Sum 22.00; Mean 1.83

- 5
- 1
- 2

Fall 1998/Winter 1999 AM

44.8%;	13	0	13.8%;	4 1	
24.1%;	7	2	17.2%;	5 Other	

Replies 29; Forms 122; Sum 112.00; Mean 3.86

- 5
- 38
- 35
- 6
- 10

Fall 1998/Winter 1999 PM

33.3%;	4	0	16.7%;	2 1	
33.3%;	4	2	16.7%;	2 Other	

Replies 12; Forms 122; Sum 46.00; Mean 3.83

- 4
- 32

Offer parents a choice of hours to better fit their schedules, e.g., all day, before and after school hours.

56.6%;	64	Strongly Agree	11.5%;	13	Disagree
27.4%;	31	Agree	4.4%;	5	Strongly Disagree

Replies 113; Forms 122; Sum 185.00; Mean 1.64

Include more field trips and other fun activities for the children.

44.1%;	49	Strongly Agree	18.0%;	20	Disagree
36.0%;	40	Agree	1.8%;	2	Strongly Disagree

Replies 111; Forms 122; Sum 197.00; Mean 1.77

Advertise the preschool program and make parents and the community more aware of what the District has to offer.

71.1%;	81	Strongly Agree	2.6%;	3	Disagree
26.3%;	30	Agree	0.0%;	0	Strongly Disagree

Replies 114; Forms 122; Sum 150.00; Mean 1.32

PRESCHOOL TEACHER SURVEY
Comments and Suggestions For Program Enhancement

Please use the space provided below to make additional comments and suggestions on ways the District can improve our preschool program.

- I feel that if they had an all day program there would be a higher enrollment. The enrollment has dropped significantly over this school year from the previous years.
- Contact churches, child care facilities.
- Offer all day preschool (MSRP).
- All day is an excellent idea.
- Have all early childhood enrollment (preschool and head start) done together and then the children put into classes. Parent involvement encouraged to parents from district.
- Keep the bag lunches. Hot lunches at Vetal are not balanced meals always. Food is not served hot, at our school many days.
- Add one a year city-wide parent gathering and sharing.
- More choices/flexibility for parent meetings and more creative, practical ways to involve parents who are working and/or going to school.
- Encourage and advertise the preschool program. Emphasize importance of attending preschool, e.g., skills children acquire-social, emotional, cognitive.
- Computerize paper work.
- We have to meet the needs of our parents. I hear every year from parents that they want their child in the program but have to have an all day site because they work.
- Perhaps they should consider an all day preschool program.
- Advertisement would help. Field trips bring the most involvement.
- Advertise/educate parents on the importance of play and why it is a fundamental component of quality preschool programs. As well as hand-on experiences as compared to ditto sheets. Coming from the teacher alone is not sufficient. Many parents leave because they do not understand, and do not believe the teacher.
- I think that a big help would be advertising the program. This past year I advertised my classroom openings in the local warrendale newspaper. It was a great success! I added seven students from one tiny ad! Also the form used to report parent volunteer time needs to be revised to include at home and donation volunteer opportunities.
- Might try to consolidate some of the paperwork.
- Offer incentives for volunteering, e.g., books for kids, bus vouchers.
- I have consistently received calls from interested parents who need a full

day program due to work. Parents now must work. Needs have changed. We need to market our programs to compete with private programs.

- Parents have requested all day programs. There would be less absenteeism if it was offorded all day.
- Some of our parents do not have transportation. If we provide this service, probably we will get more students.
- Preschool must be offered all day to serve the needs of today's families.
- Increase number of all day preschools.
- Make volunteering in the class a part of their hours towards welfare or other classes.
- Recently I changed schools and became a MSRP teacher instead of Title I. The class size is now limited to 16 children. As we go through the year and the population has changed, my class fluctuated. In addition, when children were absent my total attendance might be 13. This is actually too few children. I want my enrollment to return to 18. Also if I stay at 16, there are four children that cannot attend. The MSRP requirement should be addressed. We have a kindergarten population 100 plus.There are only 32 preschoolers. What is happening to the other 68 students? Yes, a longer day, more advertising and then-what continuity for kindergarten? We need this problem addressed comprehensively.
- If meetings are required-make that known.
- House Early Childhood programs in one building, perhaps one per area.
- Playground Equipment
- Offer all day regular kindergarten for children who have been in DPS preschool.
- Our parents seem to respond to the extras. Is there anyway our parents involvement form can grow?
- Advertise more.
- Our programs are wonderful. We do need to provide longer hours to accommodate the needs of our families.
- Provide more funds for materials. Provide out door equipment like tricycles, big wheels, etc.
- Many parent need all day service and some type of after school care.
- Need all day preschool or in-school Latch Key.
- Before and after school Latch Key; All day programs.
- Make preschool and kindergarten mandatory. Make parent participation mandatory. Make physical education (Gym) taught by a trained teacher required in preschool and kindergarten.
- Give teacher's compensation time on Fridays for holding parent meetings during the evening.
- We need to address the needs of the working parent.
- There are more all day programs available than in years past. To be competitive with these programs, we need more all day programs.
- Even athough our school was filled-maybe parents had to have sitters for the other half day. An all day program would be great. Also more field trips would also be terrific.

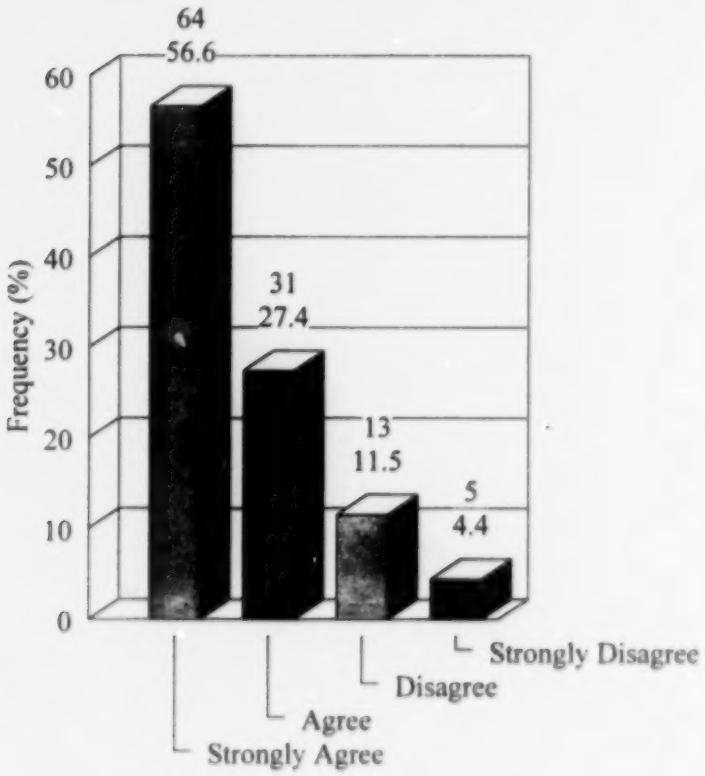
- Make all day preschool to accommodate parents work.
- Demand accountability (attendance, volunteer, meetings) from parents.
- Start to schedule parent meetings after school hours and give teachers the Friday afternoon as compensation time.
- Kindergarten/preschool round-up should be advertised more. District needs a city-wide policy and sign-up date(s).
- I think one of our biggest problems with enrollment is the fact that we are losing children to all day private enterprise (day care).

Preschool Teacher Survey
Participating Schools and Number of Forms Per School

2 Academy of the Americas
2 Chandler
2 Courville
2 Davison
2 Durfee
2 Jemison
2 McKenny
2 Priest
2 Wayne
2 White
1 Angell
1 Arts in Academics
1 Atkinson
1 Bagley
1 Beard
1 Bennett
1 Bethune
1 Biddle
1 Birney
1 Bow
1 Boyton
1 Brady
1 Brewer
1 Burbank
1 Burt
1 Cadillac
1 Campbell
1 Clinton
1 Columbian
1 Coolidge
1 Cooper
1 Courtis
1 Crary
1 Detroit Open
1 Dewey
1 Dossin
1 Dow
1 Ducan
1 Duffield
1 Emerson
1 Ferry
1 Fitzgerald
1 Harms
1 Healy
1 Herman
1 Higgins
1 Holcomb
1 Holmes
1 Holmes, O.W.
1 Houghten
1 Howe
1 Hubert
1 Joyce
1 Keith
1 King
1 Kosciusko
1 Lodge
1 Logan
1 MAAT
1 MacCulloch
1 MacDowell
1 MacFarlane
1 Macomb
1 Mark Twain
1 Marquette
1 Marshall
1 Maybury
1 Monnier
1 Neinas
1 Newton
1 Noble
1 Nolan
1 Owen
1 Parker
1 Parkman
1 Pasteur
1 Pitcher
1 Richard
1 Richards
1 Robeson
1 Rose
1 Sampson
1 Sanders
1 Schulze

1 Fleming
1 Ford
1 Fox
1 Gardner
1 Glazer
1 Gompers
1 Grant
1 Grayling
1 Greenfield Park
1 Greenfield Union
1 Hampton
1 Hanstein
1 Harding
1 Sherrard
1 Spain
1 Stewart
1 Thirkell
1 Trix
1 Turner
1 Venor
1 Vetal
1 Von Steuben
1 Woodward
1 Yost
1 Young
0 Others

Replies 119; Forms 122


64
56.6
31
27.4
13
11.5
5
4.4
60
50
40
30
20
10
0
Frequency (%)
Strongly Agree
Agree
Disagree
Strongly Disagree